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ABSTRACT

This competency-based curriculum is designed to be a handbook for the development of child care programs. It details the competencies, developed through a survey of child care provider-employers in Alaska, that students will require in a vocational child care program. The handbook is organized in seven sections. Section I introduces the concept of competency-based curriculum and the role of vocational educators in curriculum planning and implementation. Section II provides the scope, sequence, and hierarchy of child care competencies. The next section presents the curriculum, including the following competencies (with related tasks): safe environment, health and nutrition, learning environment, physical development, cognitive development, communication, creative development, self-concept, social development, guidance and discipline, employability skills, parental involvement, program management, and professionalism. Section IV contains course descriptions to assist school districts in developing their vocational programs. Section V provides curriculum analysis matrices for determining competencies to be included in specific child care courses. Section VI contains a sample skills card for evaluating and recording student progress. Section VII lists information on resources and specific materials available in Alaska and the rest of the nation. (KC)

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Child Care Curriculum

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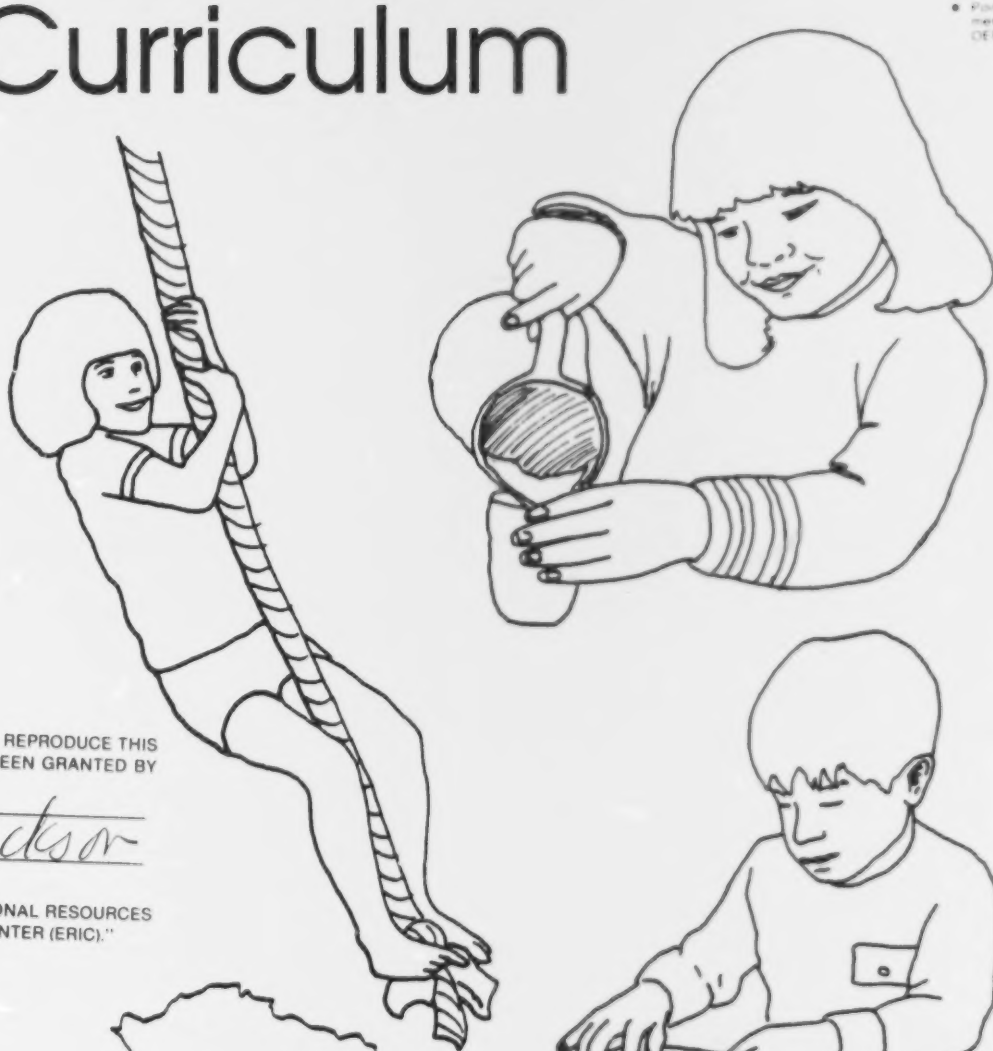

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Child Care Curriculum

State of Alaska
Steve Cowper, Governor

Developed by the
ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

William Demmert, Commissioner

Karen Ryals, Acting Director for Vocational Education

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Foreword

This competency-based curriculum is designed to be a handbook for the development of child care programs. It details the competencies a student will acquire in a vocational child care program. The framework for the units were adopted with permission from the CDA National Credentialing Program Child Development Associate (CDA) Competency Standards.

Development of this handbook began with a survey of Alaskan child care employers. Their priorities regarding the skills and knowledge students need to work in child care services form the basis of this handbook. For example, employer emphasis on the importance of communication and personal skills is reflected in the employability skills unit. Child Care Services are in great demand due to the rise in full-time working parents outside the home. Vocational Child Care programs can address these concerns by providing qualified and trained workers.

It is important for students to understand the principles associated with child care and development before they participate in supervised child care activities. The vocational child care program encourages students to actively learn in child care facilities. It is recommended that all students have opportunities to observe and work in child care centers on a regular basis to develop a complete perspective for working in the field. The fourteen units, divided into basic and advanced competencies, are fundamental to professional child care development. The competencies and tasks are presented so that instructors have the prerogative to determine which aspects they would like to teach in basic and advanced level courses.

The handbook is organized in seven sections:

Section I introduces the concept of competency-based curriculum. The role of vocational educators in curriculum planning, implementation and evaluation is also included.

Section II provides the scope, sequence, and hierarchy of child care mechanics competencies.

Section III presents the curriculum including the competencies and tasks for child care instruction.

Section IV contains course descriptions to assist school districts in developing their vocational programs.

Section V provides curriculum analysis matrices to be used to determine competencies to be included in specific child care courses.

Section VI contains a sample skills card for evaluating and recording student progress.

Section VII lists information on resources and specific materials available in Alaska and the rest of the nation.

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and to make career plans.

Acknowledgements

Special appreciation is expressed to Richard Steele, Dody Maki, and Carin Smolin who coordinated the preparation and completion of this handbook, and to Mark Hanson, Associate Director of the South East Regional Resource Center, who administered this project.

This handbook reflects the competencies needed for entry-level employment because of the input of Alaskan child care professionals. Thanks and recognition go to the following technical committee members for their assistance and cooperation:

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Culbreath, Haines
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Marjorie Fields, Juneau
Esta Finley, Wainwright
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Ft. Wainwright Child Development Center, Ft. Wainwright
Gateway Children's Center, Seward
Gloria Dell Early Learning Center, Anchorage
Jack & Jill Nursery, Fairbanks
Juneau Montessori School, Douglas
Kenai Peninsula Day Care, Soldotna
Kotzebue Day Care Center, Kotzebue
Dr. Kuykendahl, Fairbanks
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Mid Town Day Care Center, Inc., Anchorage
Montoya Montoya, Juneau
Mother Goose Day Care, Bethel
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Peggy's Playhouse, Ketchikan
Petersburg Children's Center, Inc., Petersburg
Play N' Learn, Inc., Fairbanks
Sandlake Learning Center, Anchorage
The Children's Center, Kenai

A task force of Alaskan educators and professionals in child care helped to define the units, competencies, and tasks. The task force which met to finalize this handbook deserves a great deal of credit for their hard work and valuable input:

Katy Bloom, Juneau-Douglas High School, Juneau
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Special thanks are due South East Regional Resource Center employees Dave Wood who designed the graphics and layout for the handbook, and Kirk Barnes for production assistance.

Thanks also go to the Child Development Associate National Credentialing Program for granting permission to adopt and incorporate the framework of the CDA competency standards program as part of the curriculum; and the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) and participating states for providing resource materials which improved the quality of this handbook and saved months of work.

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Karen Ryals
Acting Director
Office of Adult and Vocational Education
Alaska Department of Education
July 1987

Introduction to Competency-Based Curriculum

Competency-Based Curriculum

Vocational education should be directed toward the skills, knowledge, and attitudes needed for successful employment.

An effective method for delivering vocational education is through a competency-based curriculum. This curriculum is based on a task analysis of the key occupations in child care. Once a competency-based curriculum is set in place, student performance must be measured on levels of proficiency in those competencies. Thus, the critical features of competency-based education are:

1) validating competencies to be included in the curriculum; and
2) evaluation of student competency levels.

This curriculum handbook sets direction for local curriculum developers. It provides a framework for developing courses of study and lesson plans in local schools.

Curriculum Based On Competencies

Competence refers to the adequate performance of a task. The task may be evaluated according to the performance or process, the product, or both.

Competency-Based Vocational Education consists of programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials define the competencies the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms.

The competency process utilizes a checklist of attitudes, knowledge and skills that are commonly needed by entry-level employees in child care occupations. In developing this curriculum handbook, a cross-section of child care professionals were asked to respond to the checklist on the basis of needs within their own establishments. The checklists were tallied and summarized to determine which attitudes, knowledge and skills were common to firms in Alaska. Also, the competencies in each area were ranked as to decreasing importance.

Student Performance Assessment

A curriculum becomes competency-based when students are assessed on the basis of their competence. Sample skill cards are provided in this guide for teachers who wish to use them in assessing the competency levels of their students. The card has four levels of proficiency which allow continued development of skills. The card can be used to monitor students' progress as they move between child care classes, between teachers and grade levels, and between school and work. The completed skills card is an important part of a placement portfolio when students begin their job searches.

Curriculum Delivery Systems

Vocational Student Leadership Organizations

Some of the competencies in this curriculum guide cannot be fully met in traditional classroom and lab settings. The Future Homemakers of America--Home Economics Related Occupations (FHA-HERO) is a delivery system which can be integrated into the regular school program. Human relations skills as well as job skills will be enhanced by student participation in FHA-HERO. These activities should complement instruction in the child care classroom and lab. They should be integrated as a curriculum delivery system and not allowed to become an extracurricular activity.

Cooperative Work Experience

Some of the competencies identified in this guide cannot be fully developed at a school site. A work station in the community offers realistic experiences in fulfilling the program goals in career development and human relations. Cooperative Work Experience offers an excellent vehicle for the delivery of instruction. With well developed training plans, teachers and employers can cooperate to prepare students for employment. Cooperative Work Experience extends the instructional program beyond the availability of equipment and instructor time at the local school. Teachers and employers must maintain regular communications to assure that students are receiving a high quality experience.

The Rural Student Vocational Program (RSVP) provides a two week fulltime work experience for students from rural areas where job stations are limited or non-existent.

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.

Role of Instructor in Curriculum Planning, Implementation and Evaluation

The vocational instructor fulfills many roles which include the following responsibilities:

- Prepares a written vocational program plan.
- Develops and maintains a written program philosophy with objectives that support the philosophy.
- Maintains a written list of competencies identified as needed for the program area.
- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.
- Evaluates the curriculum content periodically to determine curriculum changes and updates. This includes the involvement of the students (present and former), advisory committee members, and other personnel.

- Selects units of instruction and plans lesson plans based on the competencies of the occupation.
- Provides appropriate instructional materials, supplies, and equipment for the students to use.
- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.
- Works with an advisory committee.
- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.
- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.
- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.
- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.
- Uses a grading procedure that is made available to all students at the beginning of their training.
- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.

Benefits of the Competency-Based Curriculum

Competency-based vocational education offers several benefits to students:

1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.
2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.
3. Students know what is expected of them throughout the course. The competencies are made available to them at the onset. They know what they will be doing and how well it must be done.
4. Each student is individually responsible for completing each competency attempted in the curriculum.
5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.

II
Program Development

Program Development

The format of this handbook was selected to aid administrators and teachers in concentrating on the skills needed for vocational training. It will assist in selecting the array of units and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure foundation skills. Schools can vary their delivery systems to maximize student opportunities by:

1. Offering courses on alternate years or other planned sequences

2. Offering two or more courses in the same class

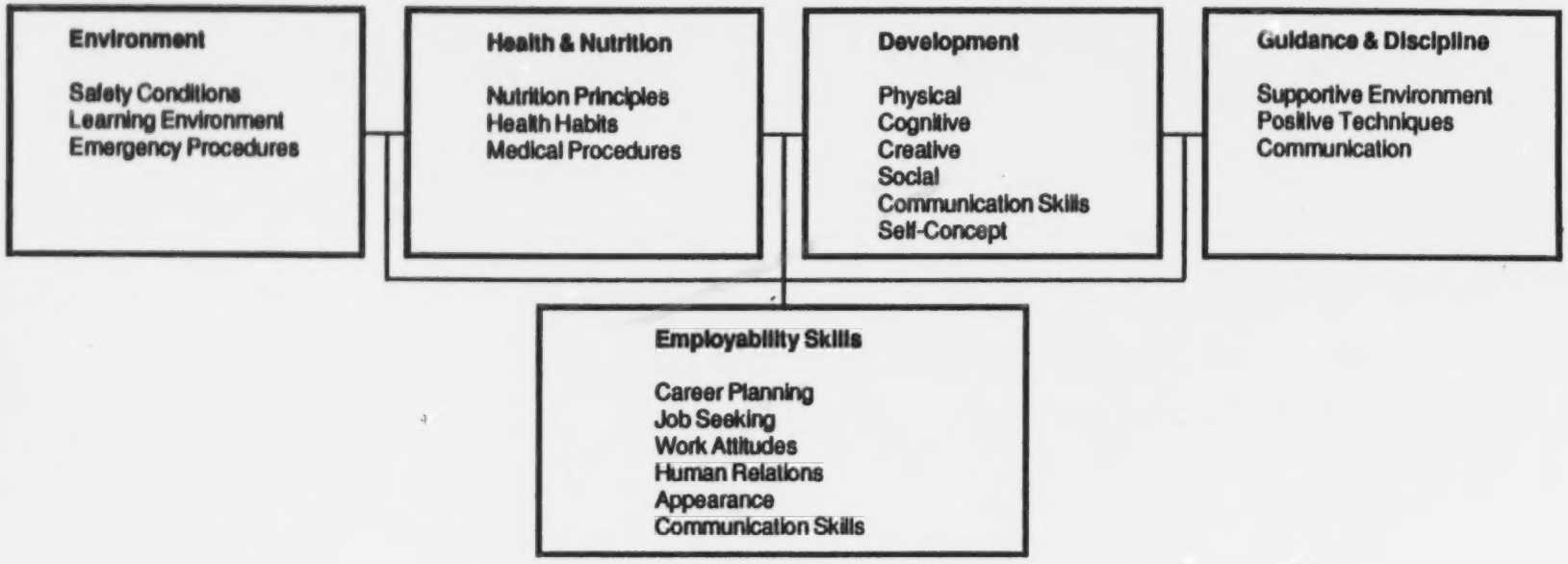
3. Providing individualized materials and instruction

A matrix is included in this guide for use in planning the courses to be offered and the content of each course.

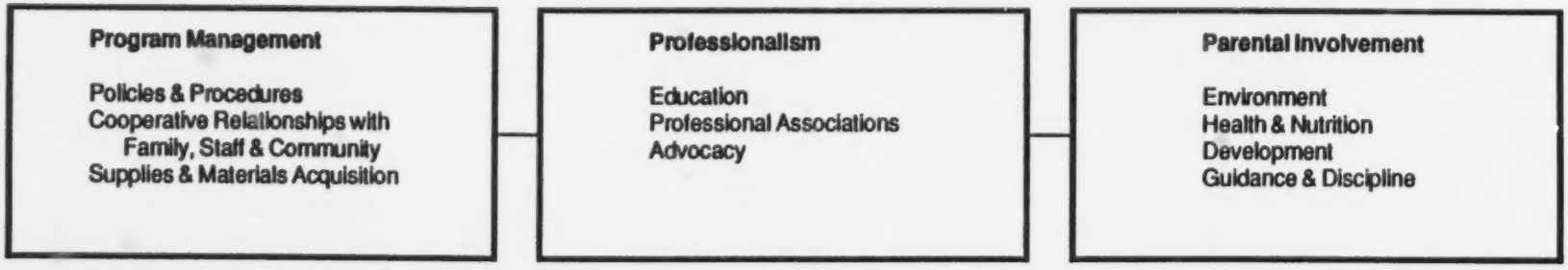
The following chart shows the hierarchy of child care competencies and details basic and advanced competencies.

Hierarchy of Child Care Competencies

Basic

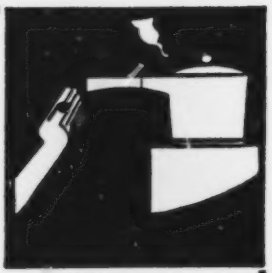


Advanced



III
Competencies and Tasks

Safe Environment



(A) Indicates Advanced Competency or Task

Ensuring safety and well-being are the most essential services for children. Indoor and outdoor areas should be free of dangerous conditions and materials.

Caregivers should teach children about safety and comfort them when they are hurt. Caregivers should have the skills and knowledge necessary to create safe environments for preventing injuries, and handling emergencies, accidents and injuries appropriately.

Competency: Prevent accidents

Tasks:

- Explain the importance of creating a safe environment
- Keep equipment and toys in good repair
- Select appropriate and safe toys
- Supervise safe use of toys
- Remove debris and small objects from play area
- Store hazardous materials out of reach of children
- Replenish first aid supplies when needed
- Select appropriate car seats
- Use seat belts in vehicles
- Follow local bus-riding regulations
- Model safety precautions to children
- Teach children about safety

Competency: Use medical emergency procedures

Tasks:

- Explain the importance of using medical emergency procedures
- Conduct visual evaluation of emergency
- Determine extent of injury
- Send for help
- Notify director and parents

Insure safety of other children

(A) Administer first aid and/or CPR

(A) Complete accident report

Competency: Prevent fires

Tasks: Explain the importance of fire safety

Locate fire extinguishing equipment

Test equipment

Demonstrate how to extinguish different types of fires such as:

a. grease fires
b. waste basket fires

Locate emergency phone numbers

Competency: Evacuate children

Tasks: Explain emergency exit procedures

Post emergency exit routes

Use evacuation procedures with children

Account for all children

Insure safety of all children

Competency: Apply safety precautions for geographic locations

Tasks: Use safety precautions for coastal and interior environments concerning:

a. weather
b. water areas
c. boggy areas
d. poisonous plants
e. insects
f. animals

Identify how and where to obtain emergency assistance

(A)Competency: Involve parents in programs on safety

Tasks: Explain the importance of communication with parents

Provide information regarding community resources such as:

a. Poison Control Center
b. well-baby clinics
c. child abuse shelters

Share information about safety standards

Collect parental authorization forms such as:

a. medical forms
b. child release forms
c. field trip approvals

Health & Nutrition

(A) Indicates Advanced Competency or Task

Good health includes good nutrition and sound medical and dental practices. Children imitate and learn from the activities of those around them. Therefore, caregivers should model and encourage good health and nutrition habits.

Food should be nutritious, prepared accordingly, and served in a relaxed atmosphere. Prompt care should be given to children who are ill or hurt. Children need a clean environment that is properly lighted, ventilated, heated and/or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children's health.

Care of children's physical needs communicate positive feelings about their values, and influences the development of feelings of self-worth. Parents and caregivers should exchange information frequently about children's physical health.

Competency: Use good nutrition principles

Tasks:

- Explain principles of nutrition
- Prepare and serve nutritious food
- Prepare food with children
- Provide for special diets and family customs
- Teach children about nutrition
- Recognize signs of poor nutrition
- Record daily food intake

Competency: Create a healthy environment

Tasks:

- Explain the importance of a healthy environment
- Clean and sanitize facility and materials
- Maintain adequate lighting, heating, and ventilation

Competency: **Use good health habits**

Tasks: Model good health habits such as:

a. hand-washing techniques
b. body cleanliness
c. food sanitation

Assist children with developing self-help skills

Teach children about good health habits

Competency: **Use positive emotional health habits**

Tasks: Explain the importance of positive emotional health habits

Explain children's natural curiosity for bodies and sexuality

Respond to children's questions in simple, matter-of-fact manner

Provide positive, relaxed atmosphere

Show affection to children

Relieve stress

Competency: **Identify potential health problems**

Tasks: Explain the importance of identifying potential health problems

Maintain current health records

Recognize and report symptoms of abuse and neglect

Recognize symptoms of health problems including:

a. vision
b. hearing
c. physical

Competency: **Care for sick children**

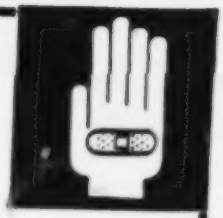
Tasks: Follow procedures for caring for sick children

Recognize symptoms of illness and high temperature

Isolate sick children

Notify director and parents

(A) Administer medicine according to policy



(A)Competency: **Inform parents about nutrition and health**

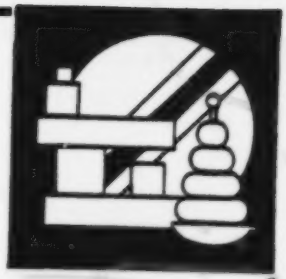
Tasks: Respect family and cultural customs

Explain effects of nutrition on behavior, growth, and development

Provide information regarding community resources such as:

a. WIC (Women and Infant Children)
b. CES (Cooperative Extension Service)

Learning Environment



(A) Indicates Advanced Competency or Task

Children learn by doing. Caregivers can encourage children's learning by ensuring that the environment is emotionally supportive, invites active exploration and movement by children, and offers a broad array of experiences. A reliable routine plus a stimulating choice of materials, activities and relationships enhances children's learning and development.

Caregivers can support children's learning by maintaining an environment that is dependable, but flexible enough to provide opportunities for them to expand their skills, understanding and judgment in individualized ways.

Competency: Create a secure, enjoyable learning environment

Tasks: Explain the importance of creating a secure, enjoyable learning environment

Use materials, books, and equipment which:

a. are suitable to individual learning styles
b. stimulate the senses
c. stimulate creativity
d. reflect family and community customs

Insure that materials are easily accessible

Allow children to explore materials

Allow time to complete projects

Model appropriate behavior

Supervise area and children

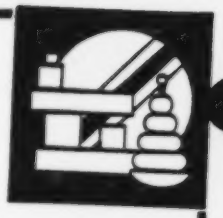
Expand the classroom into the community by taking field trips

(A) Rotate materials among students

(A) Balance activities such as:

a. group with individual
b. indoor with outdoor
c. freedom with structured

(A) Vary routines to take advantage of special occasions

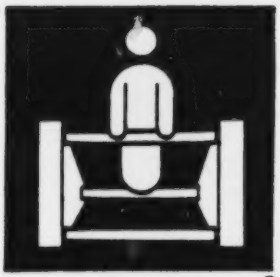


(A)Competency: Involve parents in the school environment

Tasks: Explain child care program operations

Create: a. a parent corner
b. bulletin board
c. parent library
d. toy-lending library

Physical Development



(A) Indicates Advanced Competency or Task

Physical development is an essential part of the total development of children. Physical development includes using large and small muscles, coordinating movements and using the senses. Large-motor development involves strengthening, coordinating and controlling the muscles of the arms, legs, torso and whole body. Small-motor development involves the ability to control and coordinate small, specialized motions of the eyes, mouth, hands and feet.

Caregivers should provide materials, equipment and opportunities for indoor and outdoor activities that encourage this development. They should also recognize and respect the wide differences in individual rates of physical development. Daily physical activities can promote children's cognitive, creative and language growth as well as their physical development.

Competency: Promote physical development

Tasks: Explain the stages of physical development of children:

a. gross to fine motor
b. trunk to extremities
c. head to toe
d. individual rates

Use indoor and outdoor large muscle activities

Use small muscle activities

Use activities which reflect culture and community such as:

a. dance
b. music
c. active games
d. fingerplays

Report observations to supervisor and parents

(A) Use equipment and activities appropriate for developmental levels and special needs

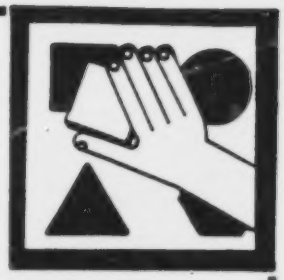
(A) Recognize signs of handicaps and delays

(A)Competency: Involve parents in children's physical development

Tasks: Explain physical development and needs of children

Suggest home activities

Cognitive Development



(A) Indicates Advanced Competency or Task

For children's cognitive or intellectual development, exploring and trying to understand the world is natural and necessary. As children learn and grow, their thinking capacities expand and become more flexible. Cognitive growth also requires healthy development in areas such as consistent physical growth, secure emotional behavior, and positive social interaction.

Caregivers should support and guide this process by responding to children's interests and questions with enthusiasm, information and new learning opportunities. Caregivers can expand learning through play by ensuring that children experience a balance of challenges and successes.

Competency: Promote cognitive development

Tasks: Explain beginning stages of cognitive development:

a. ~~sensory motor~~
b. pre-operational

Use a variety of activities which promote cognitive development such as:

a. concepts of space, time, shapes, and quantity
b. problem-solving
c. cause and effect
d. inventiveness

Observe how children behave

Recognize different learning styles and learning conditions

(A) Use activities and materials appropriate for developmental levels and special needs

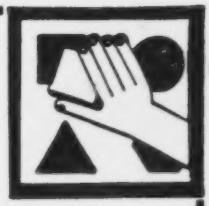
(A) Evaluate and/or change learning conditions

(A) Recognize and report symptoms of learning problems to supervisor and adults

Competency: Provide an active learning environment

Tasks: Describe ways children learn such as:

a. learning through play
b. real life experiences



Use principles of learning-by-doing including:

a. demonstration/modeling
b. guided practice
c. monitoring/reinforcement
d. evaluation

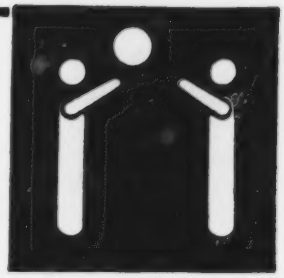
Explain the importance of knowing that children's play is children's work

(A) Competency: Involve parents in children's cognitive development

Tasks: Explain cognitive development and needs of children

Suggest resources and home activities

Communication



(A) Indicates Advanced Competency or Task

Communication between people can take many forms, including spoken words, sounds, gestures, touch, eye and body movements. Children need to understand verbal and nonverbal ways of communicating thoughts, feelings and ideas.

Caregivers can help children develop their communication skills by providing ample opportunities for them to listen, interact, and express themselves freely. Caregivers should communicate actively with each child by modeling good speech, listening carefully, responding to expressions, engaging in conversation, building vocabulary, and by verbal and nonverbal understanding.

Competency: Develop communication skills

Tasks: Explain the importance of developing communication skills

Demonstrate effective language skills for:

a. listening
b. speaking
c. conversing
d. reading
e. writing

Show relationships between spoken and written words

Use activities to develop communication skills such as:

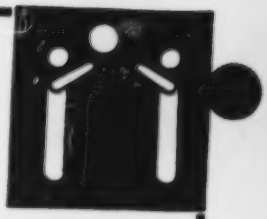
a. listening
b. comprehension
c. self-expression
d. vocabulary
e. conversation skills

Use appropriate activities to develop nonverbal expression such as:

a. art
b. music
c. dance
d. fingerplays
e. books
f. games

Identify local speech patterns and idioms

Allow children to listen, interact and express themselves



Encourage children to use words to express:

a. ideas
b. questions
c. feelings
d. needs

Observe how children communicate

(A) Explain patterns of speech and language development

(A) Identify communication needs such as:

a. bilingual
b. expressive/receptive

(A) Use activities and materials appropriate for developmental levels and special needs

(A) Recognize and report symptoms of communication problems to supervisors and parents

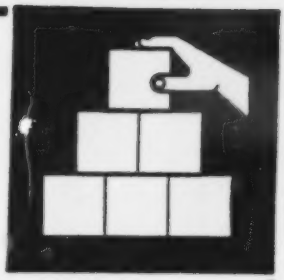
(A)Competency: Involve parents in children's language and communication skills development

Tasks: Explain language and communication skills development and children's needs

Suggest resources and home activities

Use parents as a resource

Creative Development



(A) Indicates Advanced Competency or Task

All children are imaginative and creative. They need opportunities to develop and express these capacities. Creative play enhances children's cognitive, social, physical and emotional development.

Caregivers should support the development of children's creative impulses by providing a wide variety of activities and materials that encourage spontaneous expression and expand their imagination. Caregivers can promote creativity by respecting the process of creativity as much as the product.

Competency: Promote creative development

Tasks: Explain the principles for developing creativity such as:

a. process versus the product
b. each child's unique expression
c. open-ended concepts

Use creative language such as:

a. rhymes
b. imaginative stories
c. nonsense words

Use open-ended materials such as:

a. blocks
b. paints
c. clay
d. musical instruments

Allow time for spontaneous and extended play

Demonstrate flexible and innovative uses of materials

Allow independent use of materials such as:

a. crayons
b. paper
c. paste
d. markers
e. scissors

Use: a. a variety of props for dramatic play
b. water and sand table
c. cultural resources

Display children's work

(A) Use activities and materials appropriate for developmental levels and special needs

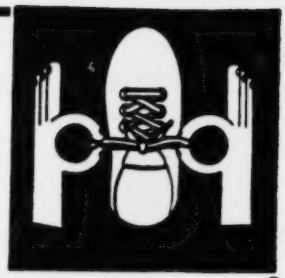
(A) Competency: Involve parents in children's creative development

Tasks: Explain creative development principles and children's needs

Suggest resources and ideas for home activities

Use parents as resources

Self-Concept



(A) Indicates Advanced Competency or Task

All children need a physically and emotionally secure environment that supports the development of self-knowledge, self-control, and self-esteem. This environment should also encourage respect for the feelings and rights of others. Knowing one's self includes knowing about one's body, feelings and abilities. It also means identifying one's self as a girl or boy, as a member of a family, and as a member of a larger cultural community. Self-esteem develops as children master new abilities, experience success and failure, and realize their effectiveness in handling increasingly challenging demands.

Caregivers can support children by respecting and recognizing the strengths and needs of each child, and by providing experiences that help them grow as individuals.

Competency: Promote the development of independence and self-esteem

Tasks: Explain the importance of :

a. developing independence and self-esteem
b. understanding yourself
c. understanding that each child is unique

Acknowledge cultural differences

Allow children to succeed, and to fail, and to learn from their mistakes

Encourage self-evaluation

Value each child's ideas

Give positive recognition and feedback

Demonstrate enjoyment of children

Address each child by name

Administer appropriate physical contact

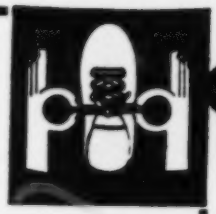
Talk with each child daily

Help children recognize and accept their bodies

Help children recognize and accept their feelings under:

a. stress
b. separation
c. crisis

Help children develop decision-making skills



Respect children's choices

Encourage children to practice self-help skills

Provide opportunities for children to develop responsibility

Competency: **Promote awareness of others**

Tasks: Explain the importance of encouraging cooperation

Encourage sense of belonging to groups such as:

a. families
b. class
c. community

Use resources which reflect individualneeds, culture, and community

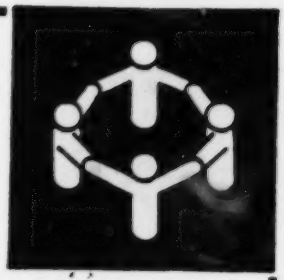
(A)Competency: **Involve parents in development of independence and self-esteem**

Tasks: Explain development of independence and self-esteem and children's needs

Suggest resources and home activities

Use parents as resources

Social Development



(A) Indicates Advanced Competency or Task

Children need to develop social skills that help them work and play cooperatively and productively. To do this, children need to feel secure with themselves, value other people and enjoy positive social interactions.

Caregivers can promote an understanding and respect among children by providing opportunities for sharing materials and responsibilities, and for solving problems. Children can learn about differing individual and group needs in a positive way.

Competency: **Promote social development**

Tasks: Explain stages of social development including:

a. solitary
b. parallel
c. associate
d. cooperative

Observe children's social interactions

Set realistic behavior expectations

Involve children in social groupings such as:

a. selective pairing
b. small groups
c. large groups

Assist children in dealing with social issues such as:

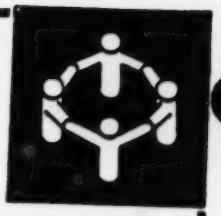
a. separation anxiety
b. negative behavior
c. shyness
d. sexual identity
e. making friends
f. sharing
g. cooperating

Encourage play among children

Demonstrate acceptable social behavior

(A) Observe, evaluate and change grouping arrangements

(A) Recognize and report symptoms of social problems to supervisor and parents



Competency: **Promote cooperation among children**

Tasks: Encourage children to:

a. accept, ask for and give up
b. be friendly
c. express feelings in socially appropriate ways
d. cooperate instead of compete

(A)Competency: **Involve parents in children's social development**

Tasks: Explain social development and children's needs

Suggest resources and home activities

Use parents as a resource

Guidance & Discipline

(A) Indicates Advanced Competency or Task

Knowing what behavior is appropriate or acceptable in a situation is an important skill. Children develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them.

Caregiver expectations should be realistic and consider each child's needs and stage of development. Caregivers can support children by acknowledging their feelings, and by being consistent about expectations, routines, and limits.

Competency: **Create a supportive environment**

Tasks: Explain the importance of creating a supportive environment

Use positive guidance techniques such as:

a. positive reinforcement
b. re-direction
c. listening

Distinguish between acceptable and unacceptable guidance techniques

Promote self-control

Allow children to make choices

Address the behavior instead of the child

Discuss how to prevent behavioral problems:

a. plan transition times
b. allow time to complete activities
c. give warning of activity changes
d. provide sufficient materials
e. establish routines

Communicate behavior expectations to children

Recognize children's needs to test limits

(A) Set realistic behavior expectations appropriate for developmental levels and special needs

(A) Recognize and report symptoms of behavior problems to supervisor and parents

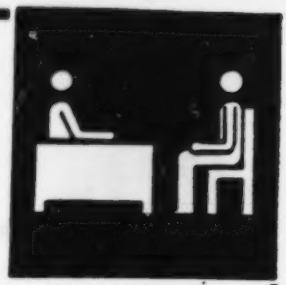
(A) Involve children in establishing guidelines

(A)Competency: **Inform parents about the use of guidance techniques in the child care facility**

Tasks: Explain guidance techniques for children

Suggest resources and home activities

Employability Skills



Competency: **Identify career choices**

Tasks: Conduct a self-assessment

a. assess values in relation to work
b. recognize skills and aptitudes
c. assess employment history and experience
d. describe obstacles to employment
e. use Alaska Career Information System (AKCIS) and other career counseling systems and publications

Identify career cluster

a. list specific jobs and duties within clusters
b. describe training programs
c. describe advanced training opportunities

Use labor market information

a. describe the current local labor market
b. identify growth/demand occupations
c. relate career choices to local labor market

Select a career goal:

a. list skills which could be used in other jobs
b. develop specific steps to reach goal

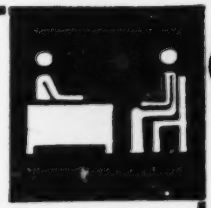
Competency: **Identify jobs using child care training**

Tasks: Describe opportunities and identify job requirements:

a. in child care centers
b. in child care provider homes
c. as employment as a nanny

Locate resources for finding employment

Confer with prospective employers



Competency: **Prepare a resume and job application**

Tasks: Obtain a social security number

List: a. past and present work experience
b. hobbies and interests
c. community activities and memberships
d. school activities and memberships
e. awards, positions or club offices held
f. adult references, with addresses and phone numbers

Obtain extra copies

Read applications carefully

Follow instructions

Complete all items accurately

Write legibly

Verify references

Competency: **Write a cover letter**

Tasks: Explain when and how to write a cover leter

Explain what a letter tells a potential employer

List the things the cover letter must include

Competency: **Prepare for an interview**

Tasks: Explain how to contact an employer to schedule an interview

Describe questions and responses asked in an interview

Explain proper etiquette for an interview

Describe how to dress for an interview

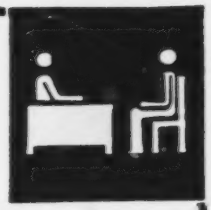
Discuss how to end an interview

Competency: **Follow up the interview**

Tasks: Analyze the interview

Determine whether a follow-up letter or call is required

Write a thank you note or make a follow-up call



Competency: **Dress appropriately**

Tasks: Discuss the importance of being neat and clean

Describe proper attire for child care jobs

Competency: **Be reliable and dependable**

Tasks: Maintain acceptable attendance records

Be on time

Give timely notice of interruptions to work schedule

Follow rules of the work site

Competency: **Maintain good personal relations**

Tasks: Use positive attitudes with others

Cooperate with others

Accept supervision and criticism

Accept the chain of command

Competency: **Be honest**

Tasks: Define honesty and integrity

Explain how to deal with theft and dishonesty

Relate employee integrity to overall company performance

Competency: **Demonstrate initiative and productivity**

Tasks: Organize time effectively

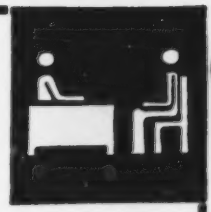
Be responsible

Care about the quality of work

Competency: **Be assertive**

Tasks: Differentiate between assertive, aggressive, and passive behavior

Discuss whom to go to for employee problems



Competency: **Demonstrate work maturity**

Tasks: Describe the importance of openness to new situations

Demonstrate characteristics of a mature person:

a. self-acceptance
b. consideration and respect for others
c. self-control
d. positive thinking and attitudes
e. flexibility
f. initiative

Identify ways to develop and maintain good work relationships

Differentiate between personal and job-related problems

Follow orderly and systematic work behavior

Competency: **Identify personal responsibilities related to employment**

Tasks: Secure adequate transportation

Obtain adequate child care

Inventory independent living skills

Develop a personal finance plan

Competency: **Maintain good health for effective job performance**

Tasks: Explain the relationship between regular exercise, adequate rest, good nutrition and job performance

Discuss the issue of smoking on the job

Discuss drug abuse as it relates to job performance

Competency: **Identify employee rights and responsibilities**

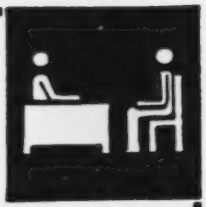
Tasks: Discuss state labor laws relating to compensation

Use tax forms

Describe:

a. minimum wage and types of exempt businesses
c. employee benefits, rights and responsibilities
d. labor contracts, grievance procedures and the role of unions

Describe a sample personnel policy



Competency: **Follow OSHA guidelines**

Tasks: Explain the purpose of the Occupational Safety and Health Act

Describe your rights under workers-right-to-know and other portions of the Act

Discuss how to resolve hazardous and OSHA violation situations

Competency: **Follow verbal and written directions**

Tasks: Ask for clarification

Use listening skills

Review situations of poor communication

Accept constructive criticism

Read directions

Competency: **Apply reading and writing skills**

Tasks: Find information in trade and consumer magazines and journals

Write memos, lists, and reports

Complete forms accurately

Locate and correct errors in spelling, grammar, and punctuation

Use supply catalogs to identify and order materials

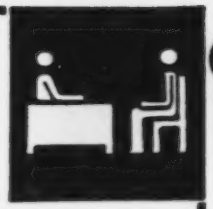
Talk politely on the telephone

Competency: **Solve problems**

Tasks: Explain the importance of having a method for analyzing and solving problems

Use the problem-solving process:

a. identify the problems
b. obtain information
c. analyze the problems
d. develop and analyze alternative solutions
e. choose a course of action
f. persevere through hardships
g. recognize and change unworkable solutions



Competency: **Identify proper job termination procedures**

Tasks: Write a letter of termination

Conduct an exit interview

Write a letter of recommendation

Request for advance notice

Make final settlements for retirement, physical injury, social security, and severance pay

Competency: **Use effective leadership skills**

Tasks: Describe FHA-HERO (Future Homemakers of America--Home Economics Related Occupations) and how it teaches leadership skills:

a. participate in meetings according to rules of parliamentary procedure
b. function effectively on committees by accepting assigned responsibilities
c. plan and conduct effective group leadership activities
d. participate in society in a democratic way
e. be punctual and dependable
f. follow rules, standards and policies
g. work cooperatively with others

Demonstrate leadership characteristics and responsibilities

Competency: **Understand how to become an entrepreneur**

Tasks: Explain terms and principles associated with entrepreneurship

Describe the role of self-employment in the free enterprise system

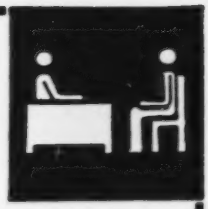
Identify types of business organizations including:

a. sole proprietorship
b. limited partnership
c. partnership
d. corporation

Identify personal traits necessary for self-employment

Identify risks and rewards of starting a business

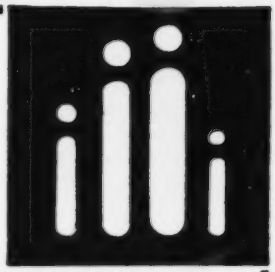
Identify the role small businesses have played in job creation, new products and services



Explain:

a. the steps for establishing a business
b. the importance of developing a business plan
c. where to locate information and assistance on starting a small business

Parental Involvement



(A) Indicates Advanced Competency or Task

Today's families take many different forms. Each family has primary responsibility for its own children, and parents may share this responsibility with others. The parents and the caregivers become partners who communicate respectfully and openly for the mutual benefit of the children, the family, and the caregivers. Caregivers also recognize that parenthood is a developmental process, and that they, as caregivers, can support parents in their role.

Competency: Promote friendly and cooperative relations

Tasks: Explain the importance of developing cooperative relations between parents and caregivers

Respect confidentiality

Encourage parental visits

Encourage discussions of interests, behaviors, events

Listen and respect parents suggestions and opinions

Respect family culture, customs and lifestyles

(A) Use parents' talents and skills in program

(A)Competency: Involve parents in children's physical, social, emotional, and intellectual growth

Tasks: Identify information and resources for parents

Suggest home activities

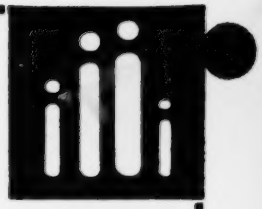
Help seek alternatives and make transitions in child care decisions

Support parents and children in coping with stress such as:

a. separation
b. divorce
c. death

Encourage development of responsibility for household tasks

Encourage children's sense of belonging



(A)Competency: **Involve parents in children's experiences and development**

Tasks: Share information on center activities and children's experiences

Discuss behavior problems

Encourage parents to have fun with children

Suggest resources and home activities

Program Management

(A) Indicates Advanced Competency or Task

Running an effective program requires a systematic approach. This approach means that the director can determine the needs of the facility, children, and families by making plans based on those needs, and by keeping accurate records. A systematic approach should be applied to records of attendance, fees, health status, and home visits. It should also include specific plans for meeting the needs of children and their families, and for communicating through written information, conferencing with parents and resource persons, and holding frequent staff discussions.

Competency: Promote a well-run program

Tasks:
- Explain program goals and philosophy
- Follow program policies
- Follow goals and objectives for individual children
- Maintain up-to-date records
- Complete daily and weekly plans
- Identify health, education and social resources

Competency: Work cooperatively with others

Tasks:
- Identify individual responsibilities within the program
- Communicate with other staff members
- Support other staff members
- Develop observation techniques
- Orient new or substitute caregivers

(A)Competency: Include parents in program management

Tasks:
- Work with parents to identify their children's strengths and needs
- Use activities and materials appropriate for developmental levels and special needs

Communicate program plans through:

a. newsletters
b. parent meetings

Liaison with community services such as:

a. family violence
b. parents anonymous
c. child protection
d. local shelter

(A)Competency: Purchase supplies and equipment for child care facility

Tasks: Identify types of materials and equipment needed for facility operations

Identify sources for purchasing supplies and equipment

Maintain supply and equipment inventories and files

Identify purchasing procedures for facility

Develop purchasing schedule and budget for consumable supplies such as:

a. food
b. paints, crayons, art paper
c. maintenance supplies--paper towels, cups

Professionalism

(A) Indicates Advanced Competency or Task

Professional caregivers demonstrate a commitment toward quality care for young children, and make decisions based on knowledge of early childhood education and family life. They continue to set new goals and take advantage of training or educational experiences that will help them become more competent. The child care provider should develop relationships with other child care professionals and establish a network for information and support. They should work together to educate the community-at-large about the needs of young children.

Competency: Promote quality child care

Tasks: Explain importance of promoting quality child care programs

Demonstrate positive attitudes

Maintain confidentiality of children, families, and the center

(A) Find and use resources relevant to children's needs such as:

a. school entry requirements
b. bilingual and cultural issues
c. special needs
d. abuse and neglect

(A)Competency: Plan personal and professional growth

Tasks: Seek and review current child care practices and research

Remain up-to-date on laws and regulations

Develop personal philosophy

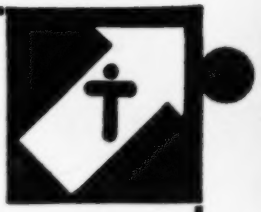
Set and revise goals for professional growth

Demonstrate a commitment to the profession

Support professional organizations

Participate in center evaluation

(A)Competency: **Be an advocate for children and parents**



Tasks: Explain the importance of child care programs

Communicate with decision-makers such as:

a. director
b. board members
c. community leaders
d. legislators

Support rights of children and families

Inform parents about child care issues

F:2

IV
Course Descriptions

Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in child care. Teachers can use these descriptions to organize course offerings in child care education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Vocational Child Care I
Length: One Semester or Year
Grades: 9-11

Vocational Child Care I is a course which provides students with introductory experiences and basic skills in child care and development theory. This course includes observations of young children and working in a child care center on a limited time basis. Students can prepare and present activities to the young children under supervision of the teacher. This first course covers: safe environments, health and nutrition, development--physical, cognitive, creative, social, self-concept and communication skills, and guidance and discipline. Understanding the basic operations of child care facilities is also covered. Students need to understand basic child care principles before they may participate in the next course level.

Course: Vocational Child Care II
Length: One Semester or Year
Grades: 10-12

Vocational Child Care II is a course which provides students with advanced level training in child care and development. This course builds upon Vocational Child Care I and provides students with opportunities to apply child development theory by working directly with children in a child care center on a regular basis. Students will be able to select activities for young children with minimal supervision, have more autonomy and less teacher direction, plan and evaluate children's experiences, and learn more about child care program management, professionalism, and parental involvement. This course is open to those interested in operating or working in child care centers. This course may be as advanced as the teacher, school, and community allow.

V
Curriculum Analysis Matrices

Curriculum Analysis Matrices

Identified Competencies by Course Offerings

This competency checklist should be used by teachers in identifying competencies to be included in specific classes in vocational child care education. This checklist is a curriculum analysis tool for use by teachers in assigning responsibilities for the competencies of a total child care education program.

All courses taught in the child care education program are identified in the columns at the top of the matrix. The individual competencies can be allocated to specific courses. One method for analyzing the competency list is to assign letters where the competency will be introduced (I), taught (T), or mastered (M). Curriculum sequences can be organized through this approach.

To assist mechanics teachers to reinforce basic skills instruction, competencies have been cross-referenced with the following academic areas:

Math (M)	Science (S)
Social Studies (SS)	Language Arts (LA)

This will assist local school districts in awarding cross-credit (academic credit) for participation in vocational classes they deem appropriate.

The following checklists are also cross-referenced with the Job Training Partnership Act pre-employment competencies and student leadership competencies. The Job Training Partnership Act provides funds to train economically disadvantaged youth to enter and succeed in employment. Each Private Industry Council responsible for administering these funds adopted youth pre-employment competencies as one of the measures for positive termination for program participants. The other measures are attained through unsubsidized employment, or through another training program.

The following categories of work-related knowledge must be evaluated and measured in the course of a participant's enrollment in a JTPA program:

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.

2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.

3. Educational Skills Competencies, which require the participant to demonstrate basic computation and communication skills necessary to enter the labor market.

4. Occupational Skills Competencies, which require the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.

The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that child care instructors could specify where these competencies are integrated into the curriculum.

Student leadership programs are designed to be an integral part of the curriculum. The competencies are reinforced by student participation in approved student organizations such as Future Homemakers of America--Home Economics Related Occupations. The student leadership competencies have been cross-referenced in this handbook to assist the child care instructor in identifying specifically where these competencies will be taught.

Future Homemakers of America--Home Economics Related Occupations (FHA-HERO)

Future Homemakers of America, founded in 1945, is a national organization of some 500,000 young women and men seeking to improve personal, family, and community living through home economics and related classes.

According to the FHA, it is the only youth organization with the family as its central focus.

A non-profit organization, it is supported by membership dues and by individual, corporate, and foundation gifts.

The U.S. Office of Education's Division of Vocational and Technical Education and the American Home Economics Association co-sponsor and lend technical assistance to FHA. National headquarters are located in Washington, D.C.

There are two types of chapters which are often combined:

- FHA chapters emphasize projects involving consumer education, homemaking and family life education. They also explore home economics related jobs and careers, with the realization that homemakers fill multiple roles as community leaders and wage earners.
- HERO chapters emphasize preparation for jobs and careers, recognizing that workers also fill multiple roles as homemakers.

Alaska FHA-HERO was organized in 1956. Today it consists of 25 chapters representing over 300 students involved in a variety of projects aimed at improving home and family life.

KEY

M Math
S Science
LA Language Arts
SS Social Studies
*** Pre-Employment Competencies**
+ Student Leadership Competencies

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
	Safe Environment						
S LA SS	Prevent accidents						
S LA	Use medical emergency procedures						
S LA	Prevent fires						
LA SS	Evacuate children						
S LA SS	Apply safety precautions for geographic locations						
LA SS	Involve parents in programs on safety						
	Health & Nutrition						
S LA	Use good nutrition principles						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
S SS	Create a healthy environment						
S LA SS	Use good health habits						
S LA SS	Use positive emotional health habits						
S LA SS	Identify potential health habits						
S LA SS	Care for sick children						
S LA SS	Inform parents about nutrition and health						
	Learning Environment						
LA SS	Create a secure, enjoyable learning environment						
LA SS	Involve parents in the school environment						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
	Physical Development						
LA SS	Promote physical development						
LA SS	Involve parents in children's physical development						
	Cognitive Development						
LA SS	Promote cognitive development						
LA SS	Provide an active learning environment						
LA SS	Involve parents in children's cognitive development						
	Communication						
LA	Develop communication skills						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
LA	Involve parents in children's language and communication skills development						
	Creative Development						
LA	Promote creative development						
LA SS	Involve parents in children's creative development						
	Self-Concept						
SS	Promote the development of independence and self-esteem						
SS	Promote awareness of others						
SS	Involve parents in development of independence and self-esteem						
	Social Development						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
LA SS	Promote social development						
LA SS	Promote cooperation among children						
LA SS	Involve parents in children's social development						
	Guidance & Discipline						
LA SS	Create a supportive environment						
LA SS	Inform parents about the use of guidance techniques in the child care facility						
	Employability Skills						
* + LA	Identify career choices						
* + LA SS	Identify jobs using child care training						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
• + LA	Prepare a resume and job application						
• + LA	Write a cover letter						
• + LA	Prepare for an interview						
• LA	Follow up the interview						
• +	Dress appropriately						
• +	Be reliable and dependable						
• +	Maintain good personal relations						
• +	Be honest						
• +	Demonstrate initiative and productivity						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
* +	Be assertive						
* +	Demonstrate work maturity						
*	Identify personal responsibilities related to employment						
* S	Maintain good health for effective job performance						
* +	Identify employee rights and responsibilities						
LA SS	Follow OSHA guidelines						
* + LA	Follow verbal and written directions						
* + LA	Apply reading and writing skills						
* + LA	Solve problems						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
* LA	Identify proper job termination procedures						
* +	Use effective leadership skills						
LA SS	Understand how to become an entrepreneur						
	Parental Involvement						
LA SS	Promote friendly and cooperative relations						
LA SS	Involve parents in children's physical, social, emotional, and intellectual growth						
LA SS	Involve parents in children's experiences and development						
	Program Management						
LA SS	Promote a well-run program						

Recommended Competencies by Course Offerings Competencies		Vocational Child Care I	Vocational Child Care II				
LA SS	Work cooperatively with others						
LA SS	Include parents in program management						
M LA SS	Purchase supplies and equipment for child care facility						
	Professionalism						
LA SS	Promote quality child care						
LA SS	Plan personal and professional growth						
LA SS	Be an advocate for children and parents						

VI
Sample
Skills Card

Sample Skills Card

This section of the guide provides teachers with an example of an instrument for evaluating the effectiveness of instruction. The skills record allows teachers to assess competency at four levels of proficiency. Teachers are encouraged to construct their own skills performance record using the competency lists in the curriculum section of this guide.

Instructions for Use

The list of vocational skills/traits was developed from a task analysis of an child care competency.

Level	Code Key
1	Introductory Level: Can do simple parts of task. Needs to be told/shown how to do most of the task. Needs extremely close supervision.
2	Minimum Level: Can do most parts of the task. Needs help only with most difficult parts. Needs close supervision.
3	Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.
4	Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

Directions: The instructor/employer may write, date and initial in appropriate square.

Care for sick children

1	2	3	4	
				Follow procedures for caring for sick children
				Recognize symptoms of illness and high temperature
				Isolate sick children
				Notify director and parents
				(A) Administer medicine according to policy

Comments:

VII
Suggested Resources

Suggested Resources

This section identifies specific resources and sources for finding instructional materials and supplies for child care.

The following source lists have been characterized by media type to facilitate teacher use: resource libraries, publishers of texts and instructional materials, state resources, associations, periodicals, special books/pamphlets, and media.

The Alaska Department of Education has not formally reviewed nor approved all the resources listed in this section. Teachers are encouraged to preview materials before using them in the classroom.

Resource Libraries

Alaska Vocational Materials Library
Office of Adult and Vocational
Alaska State Department of Education
Box F
Juneau, AK 998111
(907) 465-2980

- Ages and Stages Traveling Curriculum Kits
- Choices and Challenges: A Young Man's and Teen Woman's Journal for Self-Awareness and Personal Planning
- Cooperative Education and On-The -job Training Handbook
- Home-Based Business Resources
- Home Economics Curriculum
- Home Economics in Alaska: A Teachers Resource
- Local Advisory Committee: Handbook for Vocational Administraters
- Parenting: A Curriculum Guide for Consumer and Homemaking Education
- Pre-Employment Competencies Resource Guide
- Vocational Education Administration Handbook

The library maintains curricula for all vocational areas. Resources are loaned for a 2 month review period. There are also many materials which may be purchased from the library's special collections. Some materials are available free of charge.

The library's catalog is computerized and may be operated on an Apple Computer using Appleworks Software. The catalog may be obtained by sending $10.00 (please make your checks payable to the South East Regional Resource Center) or by sending five blank disks for duplication.

Alaska State Film Library
650 W International Airport Road
Anchorage, AK 99518
(907) 561-1132

- Films on Child Care

Alaska Career Information System
Office of Adult and Vocational Education
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465-2980

- Comprehensive Career Guidence System developed by Alaskans and for Alaskans seeking occupational and educational opportunites in and out of Alaska

Northwestern Vocational Curriculum
Coordination Center
St. Martin's College
Lacey, WA 98503
(206) 438-4456

- 10-state regional library of vocational materials can be accessed through the Alaska Vocational Materials Library

National Center for Research in Vocational Education
National Center Publications
Box Y
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

- Vocational Education Curriculum materials database of all 50 states
- Catalog of materials available

Publishers

Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, MA 02210

American Guidance Service
Publishers Building
Circle Pines, MN 55014

Charles E. Merrill Publishers
1300 Alum Creek Drive
Columbus, OH 44216

Delacorte Press
1 Dag Hammarskjold Plaza
New York, NY 10017

Delmar Publishers, Inc.
2 Computer Dr. West
P.O. Box 15-015
Albany, NY 12212

Ginn and Company
191 Spring St.
Lexington, MA 02173

Glenco Publishing Co.
Bennet and McKnight
17337 Ventura Blvd.
Encino, CA 91316

Goodheart-Wilcox Co., Inc.
123 W Taft Dr.
South Holland, IL 60473

Harper and Row Publishers, Inc.
10 East 53rd Street
New York, NY 10022

Houghton Mifflin Company
Educational Division
1 Beacon Street
Boston, MA 02108

John Wiley and Sons, Inc.
605 Third Ave.
New York, NY 10016

Macmillan Publishing Co., Inc.
866 Third Ave.
New York, NY 10022

Prentice-Hall, Inc.
Box 1050
Mt. Kisco, NY 10549-9989

South-Western Publishing Co.
855 California Ave.
Palo Alto, CA 94304

St. Martin's Press
175 Fifth Ave.
New York, NY 10010

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Gregg/McGraw-Hill
8171 Redwood Highway
Novato, CA 99947

Wadsworth Publishing Co., Inc.
10 Davis Drive
Belmont, CA 94002

Harcourt, Brace, Jovanovich, Inc.
6277 Sea Harbor Drive
Orlando, FL 32821

State Resources

Alaska Area Native Health Service
Health Education Section
Box 7-741
Anchorage, AK 99510

- Information and resources on child care and child development
- Notes and guidelines for Family Life Education

Alaska Department of Community and Regional Affairs
Child Care Programs
949 E. 36 Ave. Suite 400
Anchorage, AK 99508
(907) 563-1955

- Funds child care programs and runs day-care assistance programs in state. Provides informal technical assistance for starting child care programs.

Alaska Department of Health and Social Services
Division of Family and Youth Services
P.O. Box H-05
Juneau, AK 99811
(907) 465-3633

- Library of materials including films and videos on child abuse and neglect, child care and development, starting child care programs licensing and other related issues

Alaska Department of Health and Social Services
Division of Public Health
Family Health
Nutrition Services
P.O. Box H-06B
Juneau, AK 99811
(907) 465-3103

- Information on nutrition relating to infants, children, and mothers, including films and videos, pamphlets, teaching guides and posters

Alaska Division of Investments
P.O. Box D
Juneau, AK 99811
(907) 465-2510

- Provides loans for building child care facilities or purchasing equipment

California Department of Education
721 Capitol Mall
Sacramento, CA 95814-4785
(916) 445-1260

- Materials and reports on child development

Curriculum Development Unit
Office of Vocational Education
2024 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2890

- Child Care Services Modules

Curriculum and Instructional Materials Center (CIMC)
1500 W Seventh Ave.
Stillwater, OK 74074-4364

- Child Care I and II
- Child Care: Home and Community Services

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

- Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives and curriculum guides for child care worker

Home Economics Curriculum Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409
(806) 742-3028

- Child Development
- Child Care Aids
- Child Care Guidebook

Illinois State Board of Education
Adult Vocational and Technical Education
100 N First St.
Springfield, Il 62777

- Modular Curriculum Guide: Homemaking as a Career: Child Development

Instructional Materials Laboratory
10 Industrial Education Bldg.
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

- Child Care I
- Child Care Worker Competency Profile
- Child Care Providers Training Courses

Kansas Vocational Curriculum Dissemination Center
Room 116 Willard Hall Box 48
Pittsburg State University
Pittsburg, KS 66762
(316) 231-7000 ext. 417

- Child Care I and II

Michigan Career Education and Vocational Education Resource Center
133 Erickson Hall
Michigan State University
East Lansing, MI 48824-1034
(517) 353-4397

- Child Care Services

Mid-America Vocational Curriculum Center (MAVCC)
1500 W Seventh Ave.
Stillwater, OK 74074-4364
(405) 377-2000

- Basic Foods

Oregon Career Development Consortium
Marion Education Service District
651 High St. NE Suite 4
Salem, OR 97301
(503) 378-7470

- Basic Skills in Vocational Education: computer skills, mathematics, reading speaking and listening, and writing

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310

- Child Care Program Guide

Vocational-Technical Curriculum Laboratory
Rutgers-The State University
Building 4103 Kilmer Campus
New Brunswick, NJ

- Curriculum guide for consumer and homemaking education grades 7-12, includes child development module

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271

- Development and Care of Young Children
- Prenatal Infant Care

Associations

Alaska Mental Health Association
1135 West 8th Ave.
Anchorage, AK 99501

- Provides information on child care and development

Alaska State Association for Education of Young Children
320 West Willoughby Suite 300
Juneau, AK 99801
(907) 586-1432

- Information on child development for ages 0-8 for teachers and caregivers

American Academy of Pediatrics
P.O. Box 1034
1801 Hinman Ave.
Evanston, IL 60204

- Guidelines for health in child care

American Home Economics Association
Child Development and Family Relations
2010 Massachusetts Ave. NW
Washington, D. C. 20036

- Child Care Handbook
- Materials on child development, child care, day care facilities, teaching resources and other materials

American Library Association
50 E. Huron St.
Chicago, IL 60611

- Handbook for Storytellers

American Montessori Society
150 Fifth Ave. Suite 203
New York, NY 10011

- Constructive Triangle Magazine
- Sets standards for Montessori programs, maintains library of resources on child development

Association for Childhood Education International
11141 Georgia Ave. Suite 200
Wheaton, MD 20902

- ACEI Exchange
- Library of Resources on child development and early childhood

Child Welfare League of America
67 Irving Place
New York, NY 10003

- Publications, reports, brochures and newsletters for childrens rights

Council for Early Childhood Professional Recognition
1718 Connecticut Ave. NW
Washington, D.C. 20009
(202) 265-9090

- National Credentialing Program
- Resources on Childhood Education

Future Homemakers of America
National Headquarters
1910 Association Drive
Reston, VA 22091

- FHA/HERO Catalog of Publications
- Handbook for Youth Centered Leadership

National Association for Child Care Management
1255 23th St. NW
Washington, D.C. 20037

- Promote quality child care services

National Asscociation for Education of Young Children
1834 Connecticut Ave. NW
Washington, D.C. 20009
(202) 232-8777

- Child Development Associate (CDA) Assessment System and Competency Standards
- Ideas that work with young children
- Standards of Early Childood Programs

National Association for Family Day Care
P. O. Box 71268
Murray, UT 84107

- National Perspective Newsletter
- National voice for family day care providers and promotes quality standards for day care operations

Play Schools Associations
19 W. 44th St.
New York, NY 10036

- Produces training films and networking programs for children and youth agencies.
- Publishes booklets for teachers and parents concerning childrens activities and growth and development

Periodicals

American Baby, Inc.
10 E. 52nd Street
New York, NY 10022

- American Baby

American Home Economics Association
2010 Massachusetts Ave. NW
Washington, D.C. 20036

- Journal of Home Economics

American Vocational Association
1410 King St.
Alexandria, VA 22314

- Vocational Education Journal

Behavioral Publications
2852 Broadway
New York, NY 10025

- Child Care Quarterly
- Day Care and Early Education

Children's Bureau
Superintendent of Documents
Washington, D.C. 20402

- Children Today

Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98052

- Child Care Information Exchange

Child Division Publications
University of Chicago Press
5801 Ellis Ave.
Chicago, IL 60637

- Child Development

Childhood Education
3615 Wisconsin Ave. NW
Washington, D.C. 20402

- Childhood Education

The Cooperative Nursery Magazine
P.O. Box 4432
Detroit, MI 48228

- The Cooperative Nursery Magazine

Home Economics Curriculum Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409

- Tips and Topics

Learn Quarterly
149 Madison Ave.
New York, NY 10016

- Baby Talk

National Association for the Education of Young Children
1834 Connecticut Ave. NW
Washington, D.C. 20009

- Young Children

Parents Magazine
52 Vanderbilt Ave.
New York, NY 10017

- Parent's Magazine

Sesame Street Magazine
Children's Television Workshop
Poughkeepsie, NY

- Sesame Street Magazine

Special Books/Pamphlets

Addison-Wesley Publishing Co., Inc.
General Books Division
Reading, MA 01867

- Work Jobs-Activities Centered Learning for Early Childhood Education

AWARE, Inc.
PO Box 809
Juneau, AK 99802
(907) 586-6623

- Emergency shelter for victims of domestic family violence, sexual assault, and child sexual assault. Information and referral services, community education and training.

Better Home and Gardens Bantam Books Des Moines, IA	• Baby Book • Family Medical Encyclopedia
Butterick Publications 708 Third Ave New York, NY 10017	• Child Care • Child Development • See How They Grow-Concepts in Child Development and Parenting
CAYC- The Learning Tree 9998 Ferguson Road Dallas, TX 75228	• Cultural Awareness for Young Children
Center for Children and Parents 3745 Community Park Loop Suite 102 Anchorage, AK 99508-3466 (907) 276-4994	• Child Development Manual • Provides information and workshops on child and family development
Center for Disease Control Center for Professional Development and Training 1600 Clifton Road Atlanta, GA 30333	• Training materials for child care staff on spreading infectious diseases
Child Care Connection P.O. Box 103394 Anchorage, AK 99510 (907) 278-2273	• Information and referal center for child care services • Information on parenting and child development • Provides inservice training for caregivers and parents
Child Care Food Program 9095 Glacier Highway Juneau, AK 99801 (907) 789-5523	• Provides cash reimbursement to licensed day care homes for meals served to children. Training and resource materials also provided.
Child Care Law Center 625 Market St. Suite 816 San Francisco, CA 94105	• Publications and pamphlets dealing with child care legal issues
Child, Inc. 1814 Mark Allan Drive Juneau, AK 99801 (907) 780-6434	• Residential and training services for developmentally disabled children to help them develop skills for independent living. Serves northern part of Southeast Alaska.

Childrens Bureau
U.S. Department of Health, Education and Welfare
300 Independence Ave SW
Washington, DC 20025

- Infant Care
- Resources and information on child care and development

Children's Defense Fund
122 C St. NW
Washington, DC 20001

- Employed Parents and Their Children: A Data Book

Consumer Information Center
P.O. Box 100
Pueblo, CO 81002

- Publications on Child Care

Cooperative Extension Service
U.S. Department of Agriculture
University of Alaska
Fairbanks, AK 99701
(907) 479-7268

- ABC's of Feeding Children
- A Daily Food Guide
- Babies Cook and Learn
- Babies Touch, Taste and Learn
- Dressing Children for Cold Weather
- Fire Extinguishers
- Fred the Horse Who Likes Bread
- Gussie Goose Introduces the Fruit and Vegetable Group
- Keeping Food Safe To Eat
- Nutritive Value of Foods
- Parents and Toddlers: A Correspondence Course
- The World of Children's Play and Toys
- Toys for Tots
- You, Your Child and Food

Education Development Center
55 Chapel St.
Newton, MA 02160

- Building a Playground
- Building with tires, cardboard, tubes
- Directions in Development
- Doing Things
- Exploring Childhood and other publications

Fearon Publishers, Inc.
6 Davis Dr.
Belmont, CA 94002

- Preschool Games and Activities

Follett Publishing Company
Educational Division
1010 W Washington Blvd.
Chicago, IL 60607

- Three, Four, Open the Door: Creative Fun For Young Children

Gerber Products Co. 445 State St. Fremont, MI 49412	• A Handbook of Child Safety Sitting Safety • Materials on infant nutrition, child safety, teen parenting, infant clothing, child growth and development
Home Economics School Service 10000 Culver Blvd. Dept 80-a Box 802 Culver City, Ca 90230	• Audiovisual materials and books
Infant Learning Program 540 W International Airport Rd Suite 205 Anchorage, AK 99502 (907) 561-8060	• Therapy and information for developmentally delayed chiliren
Johnson and Johnson Baby Products Grandview Road Skillman, NJ 08558	• Baby Care Course • Materials on babysitting, child growth and development, children's toys and first aid
Local Fire Department	• CPR Training, fire prevention, and safety information and resources.
Mosby , CV Company 11836 Westline Industrial Drive St. Louis, MO 63141	• Teaching Young Children With Special Needs
NASCO Co. 901 Janesville Ave. Ft. Atkinson, WI 53538	• Teaching aids, supplies audio-visual materials, books
National Dairy Council 6300 North River Road Rosemount, IL 60018	• The Boy and His Physique • The Girl and Her Figure • You: A Guide to Food, Exercise, and Nutrition
National Foundation for the March of Dimes Box 2000 White Plains, NY 10602	• Resources and information on birth defects, child care and child development
Northwest Regional Education Laboratory 710 SW Second Ave. Portland, OR 97204	• Early Childhood Education: Promising Practices in Rural Areas

Office of Child Development
U.S. Dept of Health, Education and Welfare
Box 1182
Washington, D.C. 20201

- Resources on child care and child development

Olympus Publishing Co.
Two Olympus Plaza
1670 East Thirteenth St.
Salt Lake City, UT 84105

- Instructional Materials for the Handicapped: Birth Through Early Childhood

Parent Aide Program
706 W. 10th Street
Juneau, AK 99801
(907) 586-3785

- Parent education support groups, sponsors parent's day out and parent aides.

Praeger Publications
Division of Greenwood Press
P.O. Box 5007
Westport, CT 06881

- Children's Rights

Public Affairs Committee, Inc.
381 Park Ave. South
New York, NY 10016

- Materials on child development

RURAL CAP Child Development
Head Start and Parent Child Programs
PO Box 200908
Anchorage, AK 99520
(907) 279-2511

- Child development and health materials and many multi-cultural resources

Toys 'N Things Press
Resources for Child Caring
906 N Dale Street
St. Paul, MN 55103

- Family Day Care: How to Provide It In Your Home

Trainex Press
PO Box 116
Garden Grove, CA 92641

- The Battered Child Syndrome

University Park Press
300 N Charles St.
Baltimore, MD 21201

- Caring For Other People's Children: A Complete Guide to Family Day Care
- The Toddler Center: A Practical Guide to Day Care for One and Two Year Olds

U.S. Dept of Health and Human Services
Public Health Service
5600 Fishers Lane Rm 14-43
Rockville, MD 20857

- Materials on maternal and child health and nutrition

Washington State Dairy Council
3830 Stone Way N.
Seattle, WA 98103
(206) 632-9335

- Information on nutrition, classroom resources and media materials

Media

American Dental Association Film Library
221 E. Chicago Ave.
Chicago, IL 60611

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, VA 22314
(703) 549-9110

Career Aids
20417 Nordhoff St. Dept. CV
Chatsworth, CA 91311
(818) 341-8200

Changing Times Education Service
1729 H Street NW
Washington, D. C. 20006

Childcraft Education Corp.
20 Kilmer Rd.
Edison, NJ 08817

Childhood Resources, Inc.
4105 N Fairfax Dr.
Arlington, VA 22203

Community Playthings, Inc.
Rifton, NY 12471

Modern Talking Pictures
1212 Avenue of the Americas
New York, NY 10036

National Audiovisual Center
8700 Edgeworth Drive
Capitol Heights, MD 20743-3701
(800) 638-1300

National Innovative Media Co.
Route # 2 Box 301B
Calhoun, KY 42327
(502) 273-5050

National Safety Council
425 N. Michigan Ave.
Chicago, IL 60611

Parents Magazine Films, Inc.
52 Vanderbilt Ave.
New York, NY 10017

Pictures, Inc.
811 W. 8th Ave.
Anchorage, AK 99501-3495
(907) 279-1515

Preschool Primary Productions
189 N. Wheeler
Orange, CA 92667

Guidance Associates
Pleasantville, NY 10570

JC Penny Co., Inc.
1301 Avenue of the Americas
New York, NY 10019

Meridian Education Corporation
Library Filmstrip Center
205 E. Locust St.
Bloomington, IL 61701
(309) 827-5455

Queue
5 Chapel Hill
Fairfield, CT 06432

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614-1299
(312) 525-1500

Walt Disney Educational Media Co.
800 Sonora Ave.
Glendale, CA 91201